

**THE CONTRIBUTION OF MOTIVATION IN LEARNING TOWARD  
ABILITY IN WRITING HORTATORY EXPOSITION TEXT  
BY THE SECOND YEAR STUDENTS OF SMAN 02  
KAMPAR KIRI TENGAH DISTRICT  
KAMPAR REGENCY**



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PEKANBARU  
1432 H/2010 M**

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(S.Pd.)



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## **ABSTRACT**

### **Amril Zainal, (2010): The Contribution of Motivation in Learning toward Ability in Writing Hortatory Exposition Text by the Second Year Students of SMAN 02 Kampar Kiri Tengah District Kampar Regency**

Based on temporary observation, the writer has found that there were some students who still had not able in applying their writing ability. Whereas, they had learned about writing since they were in Junior High School. This problem can be caused by some factors. In this case, the writer assumed that the students' motivation in learning have variations, especially in writing term.

Based on the problem above, the writer wanted to find out whether there is a significant contribution of motivation in learning toward ability in writing, and the percentage of students' motivation in learning toward ability in writing hortatory exposition text.

This research was conducted at SMAN 02 Kampar Kiri Tengah District Kampar Regency. The subject of the research was the second year students of at SMAN 02 Kampar Kiri Tengah and the object was to find out the positive contribution of motivation in learning toward the ability in writing hortatory exposition text. The population of this research was the Second Year Students of SMAN 02 Kampar Kiri. The population was 70 students. The writer took all as total sampling. The instruments of the research are questionnaire to elicit students' motivation in learning and test to find out the students' ability in writing hortatory exposition text. In analyzing the data, the writer used the formula of product moment correlation coefficient technique for big sample.

As a result, the writer has found that there is significant contribution between motivation in learning toward ability in writing hortatory exposition text. It is higher than "r" table whether in the level of 5% or 1% ( $0.232 < 0.752 > 0.30$ ). It also means that ( $H_a$ ) is accepted and ( $H_o$ ) is rejected.

Then, the percentage of students' motivation in learning is categorized "Low" where 54.2%. Then, the percentage of students' ability in writing could be categorized 24% on an average. It could be seen the percentage of students' writing ability, where 24% is "Very Good", 24% is "Good", 24% is "Enough" and its remains are in the category "Less" and "Fail".

## ملخص

أمرل زينل (2010): مساعدة نشوبق التعليم على قدرة فى الكتابة Teks Hortatory Exposition لدي التلاميذ صف الثاني بالمدرسة العالية الحكومية الثانية الموظف الكمبار يسر وسط، والناحة الكمبار.

الهدمن البحث الأول، الكاتب عرض الباحث بعد أن بعض التلاميذ لهم مشكلة فى تطبيق القدرة الكتابتهم. مع أن تعلموان يعريفوا الكتابة اللغة الانجليزية منذ فى المدرسة المتوسطة الحكومية. وهذه المسئلة يسبب بوسيطه بعض عوامل. فى هذه المسئلة، رعي الباحث أن التلاميذ يستحق النشوبق الضعيف فى التعليم اللغة الانجليزية، وبالخصوص فى الكتابة.

من هذه المسئلة، أرد الباحث أن يقبل هل فيها إرتباط الذى إستعمالية بين النشوبق و قدرة فى الكتابة، وعدد الحسم من النشوبق التعليم على الكتالة hortatory exposition.

هذ البحث فى المدرسة العالية الحكومية الثانية الموظف الكمبار يسر وسط، والناحة الكمبار. عدد جماعة فى هذ البحث وهو التلاميذ من صف الثاني بالمدرسة العالية الحكومية الثانية الموظف الكمبار يسر وسط، والناحة الكمبار. عدد جماعة فى هذ البحث السبعون التلاميذ يكنى من فصلين، و يأخذ هم الباحث كلعينة فى هذ البحث. فى التحليل البيانات، إستعمل الباحث الرمز Product Moment Correlation Coefficient.

الحاصل من هذ البحث، وجد الباحث مساعدة السلبى وهو مساعدة الاستعملية بين النشوبق وقدرة الكتابة Teks Hortatory Exposition. وهذا من تحليل الاخطى الذى متسويا يعنى  $(0.30 > 0.752 > 0.232)$ . المستمبب أن Hipotesis الاول مقبول و Hipotesis الثانى مردود.

الرتبة من تحسم النشوبق التعلم التلاميذ "ناقصا". وهذا يستطيع أن ينظر من تحسم التلاميذ، وهو حول 54.2%. أما التحسم القدرة التلاميذ فى الكتابة Teks Hortatory Exposition يستطيع الرتبة قريب فى المستو. وهم، فى أين يجد أربعة وعشرون % "جيد جدا"، أربعة وعشرون % "جيد"، و أربعة وعشرون % آخر "مكفى" و الآخر فى الرتبة ناقصا و فاشل.

## ABSTRAK

**Amril Zainal, (2010): Kontribusi Motivasi Belajar terhadap Kemampuan dalam Menulis Teks Hortatory Exposition oleh Siswa Kelas Dua SMAN 02 Kecamatan Kampar Kiri Tengah Kabupaten Kampar.**

Penulis mengemukakan bahwa masih ada beberapa siswa yang memiliki kesulitan dalam menerapkan kemampuan menulis mereka. Padahal, mereka telah mempelajari mengenal menulis bahasa Inggris semenjak mereka berada di Sekolah Menengah Pertama (SMP). Masalah ini bisa disebabkan oleh beberapa faktor. Dalam masalah ini, penulis berasumsi bahwa siswa memiliki motivasi yang lemah dalam pembelajaran bahasa Inggris, khususnya menulis.

Dari masalah di atas, penulis ingin menemukan apakah ada hubungan yang signifikan antara motivasi dan kemampuan menulis, dan jumlah persentase dari motivasi belajar siswa terhadap menulis hortatory exposition.

Penelitian ini dilakukan di SMAN 02 Kecamatan Kampar Kiri Tengah Kabupaten Kampar. Subjek penelitian ini adalah siswa kelas dua SMAN 02 Kecamatan Kampar Kiri Tengah Kabupaten Kampar. Objek penelitian ini adalah untuk mencari kontribusi positif motivasi dalam belajar terhadap kemampuan menulis dalam menulis teks hortatory exposition. Penulis mengambil seluruhnya (70 siswa) menjadi sampel. Instrumen yang digunakan dalam penelitian ini adalah dengan angket untuk mengetahui keadaan motivasi belajar siswa dan tes untuk mencari tingkat kemampuan menulis siswa. Dalam menganalisa data, penulis menggunakan rumus koefisien korelasi product moment untuk sampel besar.

Hasil dari penelitian, penulis menemukan bahwa terdapat kontribusi yang signifikan antara motivasi dalam belajar terhadap kemampuan menulis dalam menulis teks hortatory exposition. Hal ini juga berarti ( $0.232 < 0.752 > 0.30$ ) sehingga hipotesis yang pertama ( $H_a$ ) diterima dan hipotesis yang kedua ( $H_o$ ) ditolak.

Persentase dari motivasi belajar siswa dikategorikan “Kurang” yaitu sekitar 54.2%. Sedangkan persentase kemampuan siswa dalam menulis teks hortatory exposition dapat dikategorikan hampir merata. Hal ini dapat dilihat dari hasil kemampuan menulis siswa, di mana terdapat 24% “sangat baik”, 24% “baik”, 24% lagi “cukup” dan selebihnya pada kategori kurang dan gagal.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. The Background of the Problem**

As a matter of fact, motivation is a very crucial aspect in human life including in teaching and learning process. It is a process which gives the spirit, direction, personal persistence, and durable. Moreover, motivation is divided into two types, firstly is intrinsic motivation which refers to the impulse of an activity for its own sake and secondly is extrinsic motivation which means the impulse of an external reward, such as money or fame. According to Kay (2004: 18), he says that motivation has three psychological identifications (a) energizing or activating behavior, it means the students engaged in toward learning; (b) directing behavior, such as doing homework before watching TV; and (c) regulating persistence of behavior, in plain language “do not give up” like, Robbie continues to study in America even though he does not have a scholarship. Santrock (2007: 509) says also that a student who doesn’t have a motivation will not have hard effort to learn, whereas a student who has strong motivation will be happy to go to school and easy to absorb the learning process. In addition, Brown (1994: 34) argues that motivation is always used to catch all term in explaining the failure or success of virtually complex task. Based on the idea above, students will be success if they have strong motivation and it is the key factor of how to achieve ability in learning subject including in writing term. So, it is very important for the students’ success to be able to write well.

Similarly, writing is not easy. It needs study hard and much practice to develop it into the behavior activity. Miller (2005: 1) states that writing is an activity to make sense of the information that presents ideas and it enables student to communicate effectively. Based on the idea above, it is clear that writing is a process to make word, phrase, sentence, or paragraph that is functionally to make the reader understand. As a result, writing is one of language skills that is familiar or no a new thing for the Indonesian students starting from elementary school level until university level.

Furthermore, SMAN 02 Kampar Kiri Tengah is one of educational institution in Indonesia. It is located at Desa Bina Baru, Kampar Kiri Tengah District Kampar Regency. Writing skill is one of the English language skills which is taught and mastered by the students in this school. Besides, English subject is programmed by using the curriculum. In this school, English is taught twice a week amount two hours for each meeting. According to KTSP of SMA, below is a table of the based competence and its indicators of learning English for grade 2 in writing as the competence standard:

**Table I.1**  
**The Syllabus of English Subject for Writing Term**

<b>Based Competence</b>	<b>Indicators</b>
Expressing the meaning in the monolog or essay text that uses written form accurately, fluently and acaptable in the texts of narrative, spoof and hortatory exposition form	1. Writing the monolog or essay text that formed in the text narrative, spoof and hortatory exposition 2. Identifying the linguistic characters of the hortatory exposition text: a) Modal verbs and Adverbs of Certainty b) Abstract Nouns c) Subjective and Objective Statements

Data Source: Suparman: 2007.

Based on the curriculum above, students are expected to be able to produce hortatory exposition text. Then they are able to write hortatory exposition text correctly and able to identify the linguistics characters of hortatory exposition text, namely: modal verb, abstract nouns, and so on. In addition, Djuhari (2007: 434) states that the function of hortatory exposition text is to concern the idea/argument/opinion of the writer for the topic, problem, or phenomena and it is aimed to influence the reader to have pro-contra attitude with everything. In brief, hortatory exposition text refers to present the idea to make the ideas as clear as possible and is organized based on the logical ordering.

Furthermore, based on the previous study of the writer above, one of the problems of the students in learning English is that they still get difficulties in writing hortatory exposition text even though they have been taught English for 4 hours a week while 4 semesters at this school supported by media and writing activities have been done by English teachers to increase the students' ability in writing the text accurately starting from elementary school until senior high school. In fact, most of them still get failures in writing hortatory exposition text and there were no identifications that they have strong motivation in learning. Therefore, these problems will be dangerous for students' successes if thus are not found out the solution by the teachers. Its problem can be seen from the following symptoms:

1. Some of the students do not finish their homework.
2. Some of the students seldom give questions during learning process.

3. Some of the students are still difficult to write the recommendation expression of hortatory exposition text.
4. Some of the students often make error in writing subjective and objective statement of writing hortatory exposition text.
5. Some of the students often make error in writing a monolog or an essay that is formed by using hortatory exposition text directly in the class.

Based on the symptoms explained by the writer above, the writer is interested in conducting a research entitled **“The Contribution of Motivation in Learning toward Ability in Writing Hortatory Exposition Text by the Second Year Students of SMAN 02 Kampar Kiri Tengah District Kampar Regency”**.

## **B. The Problems**

### **1. The Identification of the Problems**

Based on the symptoms that are explained by the writer above, so the problems in this research are identified as following questions:

- a. How is students' motivation in finishing their homework?
- b. How is students' motivation in giving the question during learning process?
- c. How can some of the students still difficult to write the recommendation expression of hortatory exposition text?

- d. What are the factors that make some of the students often make errors in writing subjective and objective statements of hortatory exposition text?
- e. What are the factors that make some of the students often make errors in writing a monolog or an essay that is formed by using hortatory exposition text directly in the class?
- f. Is there any positive contribution of students' motivation in learning toward their ability in writing hortatory exposition text by the second year students of SMAN 02 Kampar Kiri Tengah District Kampar Regency?

## **2. The Limitation of the Problems**

Based on the problems identified above, the writer focuses and limits his problems as follows:

- a. Students' motivation in learning at the second year students of SMAN 02 Kampar Kiri Tengah District Kampar Regency
- b. Students' ability in writing hortatory exposition text at the second year students of SMAN 02 Kampar Kiri Tengah District Kampar Regency
- c. The positive contribution of students' motivation in learning toward their ability in writing hortatory exposition text by the second year students of SMAN 02 Kampar Kiri Tengah District Kampar Regency

### **3. The Formulation of the Problems**

Based on the problems limited above, the problems were formulated into following research question:

- a. How is students' motivation in learning English at the second year students of SMAN 02 Kampar Kiri Tengah District Kampar Regency?
- b. How is students' ability in writing hortatory exposition text at the second year students of SMAN 02 Kampar Kiri Tengah District Kampar Regency?
- c. Is there any positive contribution of students' motivation in learning toward their ability in writing hortatory exposition text at the second year students of SMAN 02 Kampar Kiri Tengah District Kampar Regency?

### **C. The Reason of Choosing the Title**

The reason why the writer is interested in carrying out a research on the topic above is based on several considerations:

1. The title of this research is very important to be investigated because the problems are related to teaching and learning writing as EFL class.
2. The problem of this research is interesting, because motivation and writing ability are the important things that should be owned by students.
3. The problem of this research is important, because to know the capability of the students in writing hortatory exposition text.
4. The problem of this research is challenging, because it will deal the successful for the writer, the teacher, and the students absolutely.
5. The topic is relevant to the status of writer as one of the students of English Education Department.
6. It can give point of view for the teachers and students in order to change negative perception in learning English ability in writing hortatory exposition text.
7. As far as the writer is concerned, this research has never been investigated yet.

## **D. The Objective and Significance of the Research**

### **1. The Objective of the Research**

- a. To know how the students' motivation in learning English at the second year students of SMAN 02 Kampar Kiri Tengah District Kampar Regency is.
- b. To know how the students' ability in writing hortatory exposition text at the second year students of SMAN 02 Kampar Kiri Tengah District Kampar Regency is.
- c. To find out the positive correlation between students' motivation in learning and their ability in writing hortatory exposition text by the second year students of SMAN 02 Kampar Kiri Tengah District Kampar Regency.

### **2. The Significance of the Research**

- a. Informing about the important of the students' motivation in learning toward their ability in writing the hortatory exposition text.
- b. Giving the information to the teacher about the difficulties that were faced by the students in learning English subject in writing hortatory exposition text especially.



- c. Giving contribution for the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.
- d. Fulfilling one of the requirements for the undergraduate degree at the Faculty of Education Department and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

#### **E. The Definition of the Term**

The topic of this research is the contribution of motivation in learning toward ability in writing hortatory exposition text by the second year students of SMAN 02 Kampar Kiri Tengah District Kampar Regency. To avoid misunderstanding and misinterpretation, it is necessary to define some terms used in this research, here those are:

1. Contribution is correlating two different objects which are done by one same subject. It is a measure of the strength of the relationship between two sets of the two variables data (Richards et al, 1992: 89). In this research, contribution refers to determine the relationship of the students' motivation in learning and their ability in writing hortatory exposition text.
2. Student is a person who is taking part in setting goals and objectives of learning, Richards et al (1992: 359).

3. Motivation is an activity, some kind of conscious or unconscious impulse that appears to arise from sources within the organism, Bruno (2002: 91). In this research, motivation is the activity that should be done by the students in writing ability of hortatory exposition text.
4. Ability is skill or power. According to Hornby As (2000: 02), he says that ability means special nature power to do something well, it is called as a talent. Ability in this research refers to special nature or power of students in writing hortatory exposition text.
5. Writing is a process or an application of putting symbols, words, sentence or paragraph and produces the text so that people can read and understand its content. In this research can be defined as a kind of process where the writer knows how to express his or her ideas well.
6. Hortatory exposition is a text that organizes to explain the topics by controlling the ideas, opinions, or argumentations to make the readers have pro-contra attitude. Djuhari (2007: 434) defines that it is a kind of text that intends to express the idea or opinion. It also usually uses the expression of thesis, recommendation, and argument.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. The Theoretical Framework**

To avoid misunderstanding in this research, so it is needed theoretical framework to relate this research study to the points investigated.

##### **1. The Concept of Motivation in Learning**

The word “motivation” comes from Latin word “movere” which means “to move”. Talking about motivation, it is psychology perspectives. Slavin (2006: 317) states that motivation is the influence of needs and desires on the intensity and direction of behavior. Therefore, motivation is one of the most important ingredients of effective instruction. It is not only for general aspects in human life, but it is also for one of the most critical or important components of learning and teaching process. Besides, motivation is not only important in getting students to engage in classroom activities. It is also important in determining how much students will learn from the activities they perform or the information to which they are exposed.

##### **a. The Aspects of Motivation**

Furthermore, Brown (1980: 112, in Karmila 2006: 7) says that motivation has four various aspects, they are:

1. Inner drive. It means a pleasure to do something from inside;
2. Impulsive. It means a sudden desire to act;

3. Emotion. It means an excitement of the feeling; and
4. Desire. It refers to a strong wish.

#### **b. The Types of Motivation**

Concerning with this, motivation can come from two types. Borrowing the term used by Brown (1994: 38) in dividing the motivation types as follows:

##### **1. Intrinsic motivation**

It refers to the activities which are done from its own sake. For example, a student who comes a family that has a very positive attitude toward English will also have a love for the language and will want to master it to the best of his/her ability.

##### **2. Extrinsic motivation**

It means that pursuit activities are gotten from external reward such as a desire to be good speaker of English, a desire to be a winner of competition, and so on.

#### **c. The Characteristics of Motivation**

Based on the types above, students have the characteristics which indicate strong motivation in learning. Sass (1989, in Gershaw, 1989) mentions the characteristics of strong motivated students in learning as bellows:

1. Organization (good planned, prepared, or worked);
2. Active involvement;
3. Appropriate difficulty level

4. Variety. For example like class discussion, media, or discovery learning;
5. Rapport; etc

#### **d. The Kinds of Motivation**

So, based on the characteristics above, the writer clarifies the kinds of motivation. Agarwal (2007) points out some of the kinds of motivation as follows:

##### **1. Achievement motivation**

It means that all of students have an in built desire to achieve something in life, and what they feel/they need to achieve is relative to whom they are as persons.

##### **2. Motivation from society**

It means that some of students are motivated to do better in life simply because they want to move up the social ladder.

##### **3. Motivation from promised incentives**

It happens when students know that they are going to be rewarded for doing something right, they make sure they do it right.

##### **4. Motivation from fear**

This could be looked upon as the opposite of incentive motivation and school often uses both forms hand in hand. While, students could be rewarded for doing something right, they could well be penalized for doing it wrong.

## 5. Motivation for change

It means that some of students are motivated to work hard towards achieving their goals because they are not happy with their immediate surroundings and would love to see a change here.

### e. The Category of Motivation

The category of motivation is taken from the standard measurements as described by Tohirin and Mas'ud Zein (2003: 48, in Manik, 2009: 24). The categorized as bellow:

- |             |              |
|-------------|--------------|
| 1. High     | : 76% - 100% |
| 2. Mediocre | : 50% - 75%  |
| 3. Low      | : 0% - 49%   |

### f. The Nature of Motivation

Based on the explanation above, it is clear that motivation could cause to bring about positive term in educational background. In a result, Haycraft (1978: 6) states that the importance of motivation is the one of consideration of the maintaining interest in studying and learning process. Therefore, motivation is very crucial for gaining English subject, because it can increase the students' desire and need in learning by force so that makes them work hard, pay attention, and so on.

## **2. The Concept of Ability**

Ability is very relevant with motivation because it is often labeled as motivation achievement that refers to be as its condition or quality. Widener (2009) argues that people will not be successful if they do not have ability and motivation, both of them should be working together. Furthermore, Hornby As, (2000: 02) defines that ability means special nature power to do something well, it is called as a talent. In this research, the ability proposed by the writer is to be the capacity or the power of the students to develop the hortatory exposition text.

In order to develop the hortatory exposition text, the students should have ability in writing. Writing ability reflects overall achievement in language, and learners who have developed the ability to communicate effectively in the written of a language have indeed made the language their own.

## **3. The Concept of Writing**

As a matter of a fact, writing is one of four language skills that need more attention from the students to make a good writing. Writing is a process or an application of putting symbols, words, sentence or paragraph, and produces the text so that people can read and understand its content. Besides, according to Broughton, et al (1980: 116), they state that writing is an engage activity which is usually at the same time both private

and public. It is private because the act of composition is by its nature solitary, but it is public in that most writing is intended for an audience.

**a. The Aspects of Writing**

Therefore, if the goal of the English teacher is to enable students to produce fluent, accurate and appropriate written English. There are a number of aspects which need to be considered, these are:

1. Mechanical problem with the script of English;
2. Problems of accuracy of English grammar and lexis;
3. Problems of relating the style of writing to the demands of a particular situation; and
4. Problems of developing ease and comfort in expressing what needs to be said.

Based on the idea above, absolutely, writing is not easy. It needs much to study hard and practice to master it totality-because trying to put the idea on piece a paper is never easy. When you write, you have to think of several things at the same time. Some of them are; ideas, vocabulary, mechanics, grammar, and so on. Therefore, writing is a process of thinking. Good writing means good thinking.



**b. The Process of Writing**

Borrowing the term used by Simon & Schuster (2003: 9) in perceiving the writing as a process, they explain that writing process has five steps, these are:

1. Prewriting

The useful strategies of this steps are namely; freewriting, brainstorming, clustering, and mapping. In this step, the writer should be discovering ideas, do not limit the ideas and concern the grammar and spelling.

2. Writing a first draft

It means that the writer begins to shape the concrete thoughts or ideas.

3. Sharing

It is very important for the writer that the writer's idea can be strong and good feedback. This step the writer may shares with his or her friends, classmate, or others.

4. Revising into a second draft

In this step, the writer rewrites the essay by focusing to the grammar and meaning.

5. Editing into a final draft

In this step, the writer may read his/her essay loudly to himself/herself or someone and suggest them to give their opinion about the writer's essay.

### **c. The Nature of Writing**

The nature means the objective of something. Nation (2009) states that writing is very important in education. With writing, other skill such as listening, speaking and reading are involved to be useful in meaning-focused use, language-focused learning, and fluency development. It is also important to make sure that the uses of writing cover the range of uses that learners will perform in their daily lives.

## **4. The Concept of Hortatory Exposition Text**

Exposition text means a text that express the opinion, idea, or argument of the writer based on the phenomena or the topic. Syafi'i et al (2007: 23-24) state that exposition means the way to give explanation or analyzing to the text or paragraph that supported by controlling idea with information, facts, and illustration. Besides, they also mention the methods to organize exposition text as follows:

- a. Explaining processes and procedures;
- b. Giving comparison or pro and contra;
- c. Analyzing cause and effect relationship;
- d. Criticizing; etc.

Furthermore, very common types of Exposition text are divided into two types, namely; hortatory exposition text and analytical exposition text. Concerning with this, the writer specifies the topic to explain about hortatory exposition text only. Borrowing the term used by Cahyono et al

(2006) in Rahmadi (2009) in defining hortatory exposition text, he states that hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. It aims to strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Therefore, hortatory expositions are popular among science, academic community and educated people. Furthermore, the generic structure of hortatory exposition usually has three components, namely; thesis, arguments, and recommendation.

**a. The Generic Structure of Hortatory Exposition Text**

1. Thesis : Statement or announcement of issue concern
2. Arguments : Reasons for concern that will lead to recommendation
3. Recommendation : Statement of what should or should not happen or be done based on the given arguments

**b. The Generic Features of Hortatory Exposition Text**

1. A hortatory exposition focuses on generic human and non human participants, except for speaker or writer referring to self.
2. It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel, etc.

3. It often needs material processes. It is used to state what happens, e.g. ....has polluted.
4. It usually uses simple present tense and present perfect tense.
5. Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly ..., finally, and so on.

## **B. The Relevant Research**

In order to avoid plagiarism, the writer will state two of research dealing with motivation in learning and ability in writing, those are from:

1. A research by Nurjayanti (2009) an alumnus State Islamic University of Sultan Syarif Kasim Riau entitled “A Correlation between Students’ Effort in Learning English and Their Ability in Writing Sentences Using Modal Auxiliaries at the Second Year of MTs Madinatun Najah Rengat”. The result of this research is high correlation because its  $r_{ch} = 0.917$  is bigger than  $5\% = 0.217$  and  $1\% = 0.283$ . The correlation between Nurjayanti’s research and my thesis are to find out how students’ ability in writing is, and the significant correlation between variable X and variable Y especially in writing, but the writer research uses difference language skill which focuses in the ability of writing hortatory exposition text.
2. A research by Diwangkara Manik (2009) an alumnus State Islamic University of Sultan Syarif Kasim Riau entitled “Students’ Motivation in Speaking at the Second Year Students of Madrasah Aliyah Al

Muhajirin Kampar”. This research aims to find out how students’ motivation in speaking is. Then, the result is in mediocre level by percentage is 59.5%. The relationship between Manik’s research and my thesis are to find out how students’ motivation is, but the writer focuses his research in learning motivation.

### **C. The Operational Concept**

The theoretical concepts stated above are still general and in abstract form. Therefore, they are required to be operationally described by a particular word that is easy to measure empirically. Therefore, in analyzing between the students’ motivation in learning and their ability in writing hortatory exposition text, the writer divided several indicators as a guidance to conduct this research into two parts, namely: the indicators of the motivation in learning and the indicators of the ability in writing hortatory exposition text.

The indicators of the students’ motivation in learning can be seen in the following indicators:

1. The students finish their exercise and their homework.
2. The students give some questions during learning and teaching process.
3. The students have full attention to the teacher explanation.
4. The students have many English books.
5. The students often review their writing course.

While, the factors which influence the students ability in writing hortatory exposition text could be identified based on the following indicators:

1. The students are able to use thesis statement.
2. The students are able to use argument form.
3. The students are able to use recommendation form.
4. The students understand in using abstract noun, jargon, modal, and evaluative language.
5. The students can use passive pattern, simple present tense, and present perfect tense.

#### **D. The Assumption and Hypothesis**

##### **1. The Assumption**

In this research, the writer assumes some assumptions. They are as follows:

- a) The students' motivation in learning has variation. So, more students have strong motivation in learning, it will be assumed that the students will be easy in ability to write hortatory exposition text.
- b) The students' ability in writing hortatory exposition text is various. So, in view of the matters that the material had been learned since the students in the first educational level, the writer assumes that this material is better to be mastered by the second year students of SMAN 02 Kampar Kiri Tengah.

## **2. The Hypothesis**

It is necessary for the writer to formulate the hypothesis of the study as follows:

a) Null hypothesis (Ho)

There is no significant correlation between motivation in learning and ability in writing hortatory exposition by the second year students at the SMAN 02 Kampar Kiri Tengah.

b) Alternative hypothesis (Ha)

There is significant correlation between motivation in learning and ability in writing hortatory exposition by the second year students at the SMAN 02 Kampar Kiri Tengah.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

##### **A. The Design of the Research**

This research is quantitative research. It consist two variables, the first is the motivation in learning as variable X and the second is the ability in writing hortatory exposition text as variable Y.

##### **B. The Location and the Time of the Research**

This research was conducted at the SMAN 02 Kampar Kiri Tengah located at Desa Bina Baru, Kampar Regency. The time of this research was on June to July 2010.

##### **C. The Subject and the objective of the research**

The subject of the research was the second year students of at SMAN 02 Kampar Kiri Tengah and the object was to find out the positive contribution of motivation in learning toward the ability in writing hortatory exposition text.

##### **D. The Population and The Sample of the Research**

The population of the research was the second year students of SMAN 02 Kampar Kiri Tengah District. There were two classes of all the second year students. They were 70 students all of them. The classification of them can be seen in the table below:



**Table III.1**  
**The Number of the Second Year Students of SMAN 02 Kampar Kiri Tengah**  
**District Kampar Regency**

<b>NO</b>	<b>CLASS</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
1	XI A	13	23	36
2	XI B	12	22	34
<b>Total</b>		25	45	70

Data Source : Students' Main Book of the Second Year of SMAN 02 Kampar Kiri Tengah District

Based on the table above, the number of population was relatively small. So, the writer took the total number class, it meant all of them as a sample. As Suharsimi (2006:134) points out that "if the population is less than 100 respondents, we can take all as sample".

#### **E. The Techniques of Data Collection**

In order to collect some data in this research, the writer used apply the techniques as follows:

##### **1. Questionnaires**

These questionnaires contained a number of the questions to elicit attitudes and respondents dealing with the motivation in learning which done by the students in writing hortatory exposition text.

The writer gave 20 questions based on the indicators of the students' motivation in learning that discussed in operational concept, and they will be indicated by using the scale transformation of the sample rating schedule items namely; always, often, occasionally, seldom, and never.

**Table III.2**  
**Parts of the Questionnaire Items**

Part I	The students finish their exercise and their homework	1, 6, 11, 16
Part II	The students give any question during learning and teaching process	2, 7, 12, 17
Part III	The students have full attention to the teacher explanation	3, 8, 13, 18
Part IV	The students have many English books	4, 9, 14, 19
Part V	The students often review their writing course	5, 10, 15, 20

For further information (see Appendix I)

Furthermore, Henning (1987: 27) argues that the number corresponding to the frequency of the scale method above that perform each activity on any average day are as bellows:

Never	= 1	Occasionally	= 3	Usually	= 5
Seldom	= 2	Often	= 4		

## 2. Test

This technique was used to find out the students' score in writing of hortatory exposition text. So, the writer used the written test for purpose to pinpoint strength and weakness students' writing of hortatory exposition text, and he made four options of title which relate to hortatory exposition text, and minimally every student should write  $\pm$  4 paragraphs (see Appendix II).

## F. The Techniques of Data Analysis

In analyzing motivation and ability in writing hortatory exposition text by the second year students of SMAN 02 Kampar Kiri Tengah, the writer analyzed the data by using the statistic analysis.

Firstly, to analyze how students' motivation in learning is, the writer used a formula as follows:

$$P = \frac{f}{N} \times 100\%$$

P = Percentage       $f$  = Frequency of score      N = Number of students

Sudijono (1994; in Jar, 2009: 27)

Secondly, to know the level of the students' motivation in learning, the writer used its categories as the table below:

**Table III.3**  
**The Students' Motivation Level**

NO	CATEGORY	SCORE (%)
1	High	76 – 100
2	Mediocre	50 – 75
3	Low	0 – 49

Next, especially to know the students' score in writing ability, the writer used ESL Composition Profile by Jacobs et al (1981, in Reid 1993:236-237) as follows:

**Table III.4**  
**ESL Composition Profile**

<b>Score</b>	<b>Level</b>	<b>Criteria</b>
Content	30 – 27	Excellent to very good
	26 – 22	Good to average
	21 – 17	Fair to poor
	16 – 13	Very poor
Organization	20 – 18	Excellent to very good
	17 – 14	Good to average
	13 – 10	Fair to poor
	9 – 7	Very poor
Vocabulary	20 – 18	Excellent to very good
	17 – 14	Good to average
	13 – 10	Fair to poor
	9 – 7	Very poor
Language Use	25 – 22	Excellent to very good
	21 – 18	Good to average
	17 – 11	Fair to poor
	10 – 5	Very poor
Mechanics	5	Excellent to very good
	4	Good to average
	3	Fair to poor
	2	Very poor

For further information (see Appendix V)

In order to interpret the writing score category of the students, the Harahap's score was employed. The scale is as follows:

**Table III.5**  
**The Classification of Students' Score**

<b>The Score Level</b>	<b>Category</b>
80 – 100	Very good
70 – 79	Good
60 – 69	Enough
50 – 59	Less
0 – 49	Fail

Data Source: Harahap (1979: 158, in Aini 2005: 21)

Finally, because to know the data valid in high and low value that consists of ordinal and interval scales and samples more than 30, the writer used the formula of product moment correlation coefficient technique for big sample. It was suggested to use the formula as below:

$$r_{xy} = \frac{\sum x'y' - \frac{(\sum x')(\sum y')}{N}}{\sqrt{\left\{ \sum f x'^2 - \left( \frac{\sum f x'}{N} \right)^2 \right\} \left\{ \sum f y'^2 - \left( \frac{\sum f y'}{N} \right)^2 \right\}}}$$

After that to give interpretation, the writer uses the formula as follows:

$$df = N - nr$$

Where:

df = Degree of freedom

nr = Number of variable

N = Number of students

Hartono (2008: 101)

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. The Data Presentation**

##### **1. The Description of the Research Variable**

As it was mentioned in the previous chapter, there are two major variables that will be evaluated to see the contribution of two variables. They are dependent variable as “X” variable refers to motivation in learning, and independent variable is “Y” variable refers to ability in writing hortatory exposition text. Variable “X” is motivation in learning dealing with 7 kinds of question and the data are obtained by using questionnaire and variable “Y” is ability in writing hortatory exposition text dealing with 5 indicators of ESL Composition Components. They are content, organization, vocabulary, language use, and mechanics and the data is obtained by using a test.

##### **a. Motivation in learning**

The questionnaire of motivation in learning consisted of 20 items of multiple choices (see Appendix I). In the question, the writer applied the indicators which were in operational concept (see Page 20).

b. Ability in writing hortatory exposition text

This writing test consisted of essay writing of hortatory exposition text which at least four paragraphs and 200 words with topics “human trafficking”, “corruption”, “the important of writing”, and “technology”. Further, the readers or correctors of the students’ writing test were Rita Fauziah, M. Pd and Nurdiana, S. Pd. I by using ESL Composition Components (see Appendix V).

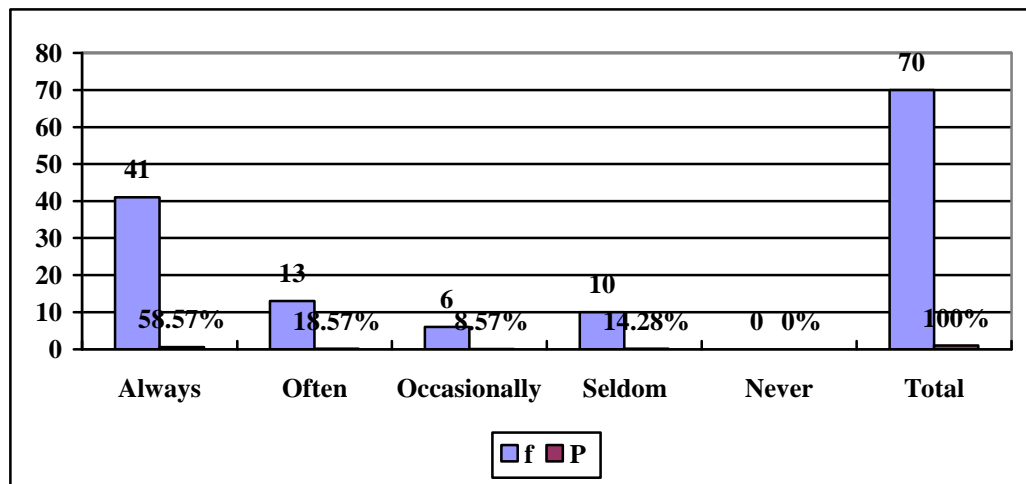
## 2. The Students’ Motivation in Learning English

To present the data about the students’ motivation in learning, the writer presented table IV.1 – IV.20 regarding the frequency of each indicator observed. The tables are as follows:

**Table IV.1**  
**Students Make the Homework Given by the Teacher**

NO	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Always	41	58.57%
	Often	13	18.57%
	Occasionally	6	8.57%
	Seldom	10	14.28%
	Never	0	0%
	<b>Total</b>	70	100%

The table above shows the varieties answers among the students; 58.57% of the students stated always, 18.57% of the students stated often, 8.57% of the students stated occasionally, 14.28% of the students stated seldom, and 0% of the students stated never. It can be concluded that the majority of the students (58.57%) always make homework given by the teacher.

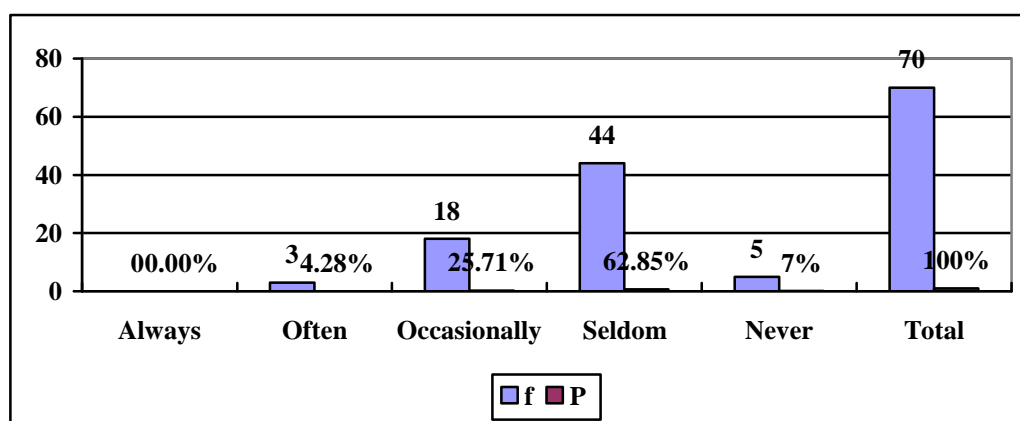




**Table IV.2**  
**Students Ask the Teacher If They Did Not Understand about**  
**the Topic**

NO	ALTERNATIVE	FREQUENCY	PERCENTAGE
2	Always	0	0%
	Often	3	4.28%
	Occasionally	18	25.71%
	Seldom	44	62.85%
	Never	5	7 %
	<b>Total</b>	70	100%

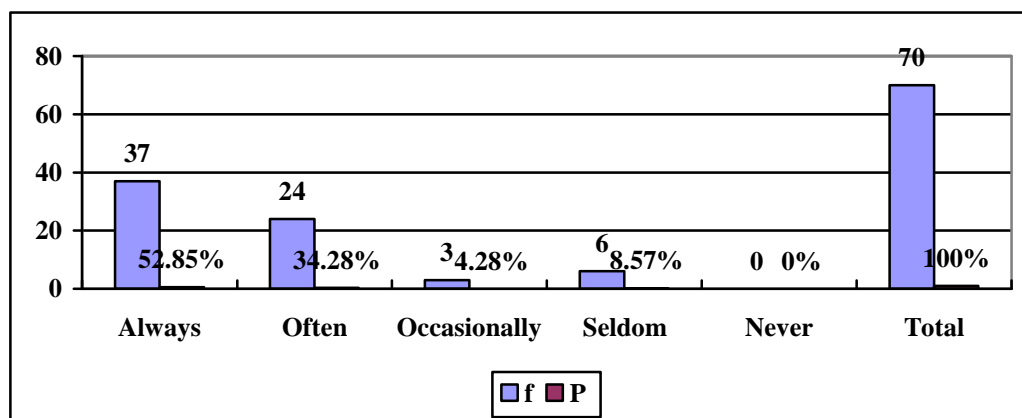
Based on the table, the writer concludes that 62.85% students stated seldom, and 25.71% students stated occasionally. It indicated that, some students were lazy to ask the teacher if they did not understand about the topic.



**Table IV.3**  
**Students Pay Attention to the Teacher's Explanation**

NO	ALTERNATIVE	FREQUENCY	PERCENTAGE
3	Always	37	52.85%
	Often	24	34.28%
	Occasionally	3	4.28%
	Seldom	6	8.57%
	Never	0	0%
	<b>Total</b>	70	100%

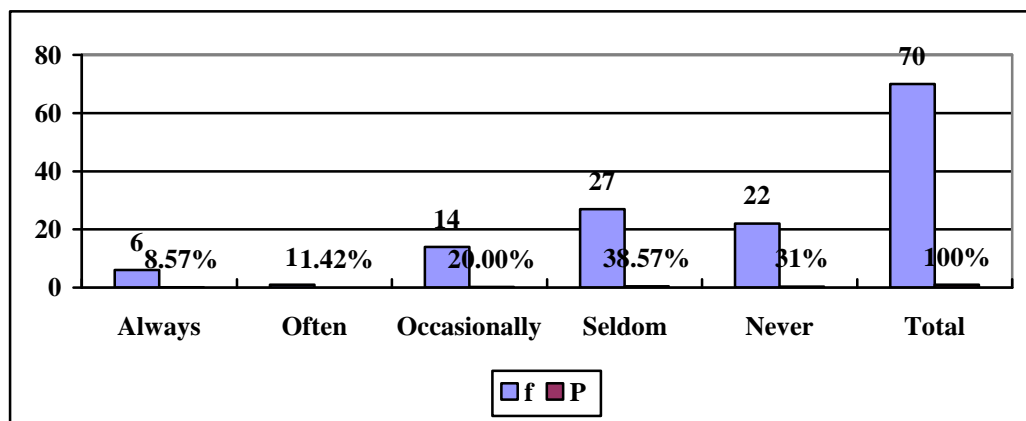
Based on the table, 52.85% students stated always and 34.28% students stated often. It indicated that, some students paid full attention to the teacher's explanation.



**Table IV.4**  
**Students Spent Much Money to Buy English Book**

NO	ALTERNATIVE	FREQUENCY	PERCENTAGE
4	Always	6	8.57%
	Often	1	1.42%
	Occasionally	14	20%
	Seldom	27	38.57%
	Never	22	31%
	<b>Total</b>	<b>70</b>	<b>100%</b>

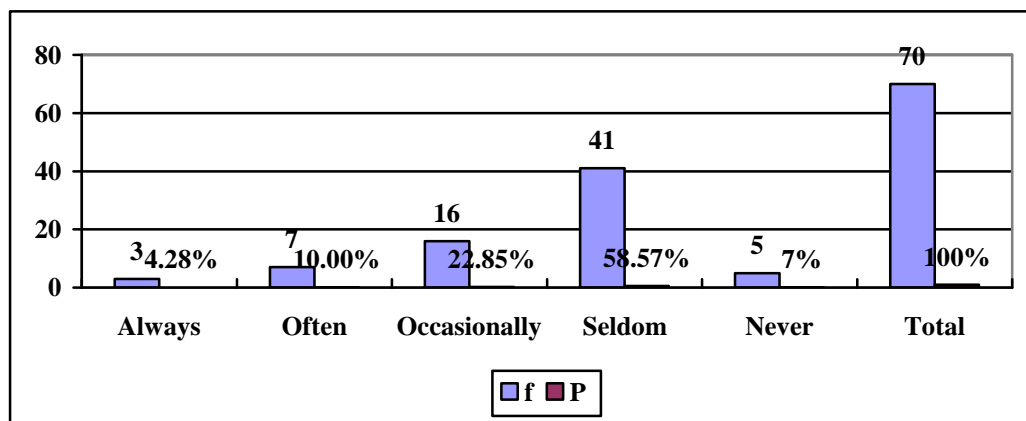
Based on the table, 31% students stated never, and 38.57% students stated seldom. It indicated that, only a few students did not spent their money to buy English book.



**Table IV.5**  
**Students Review the Lesson Given by the Teacher**

NO	ALTERNATIVE	FREQUENCY	PERCENTAGE
5	Always	3	4.28%
	Often	7	10%
	Occasionally	16	22.85%
	Seldom	39	58.57%
	Never	5	7%
	<b>Total</b>	70	100%

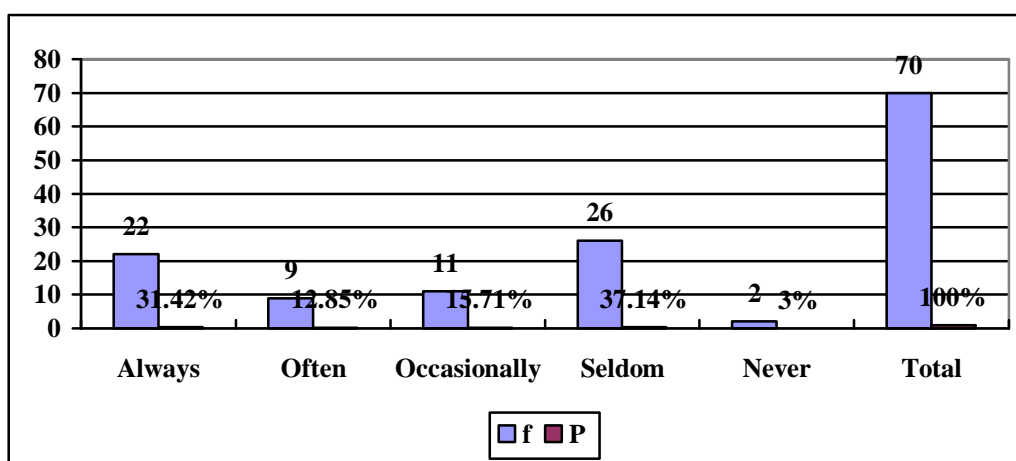
Based on the table, the writer concludes that, 58.57% students stated seldom and 22.85% students stated occasionally. It indicated that, some students were lazy to review the lesson given by the teacher.



**Table IV.6**  
**Students Finish the Exercises Given by the Teacher Directly**  
**in the Class**

NO	ALTERNATIVE	FREQUENCY	PERCENTAGE
6	Always	22	31.42%
	Often	9	12.85%
	Occasionally	11	15.71%
	Seldom	26	37.14%
	Never	2	3%
	<b>Total</b>	70	100%

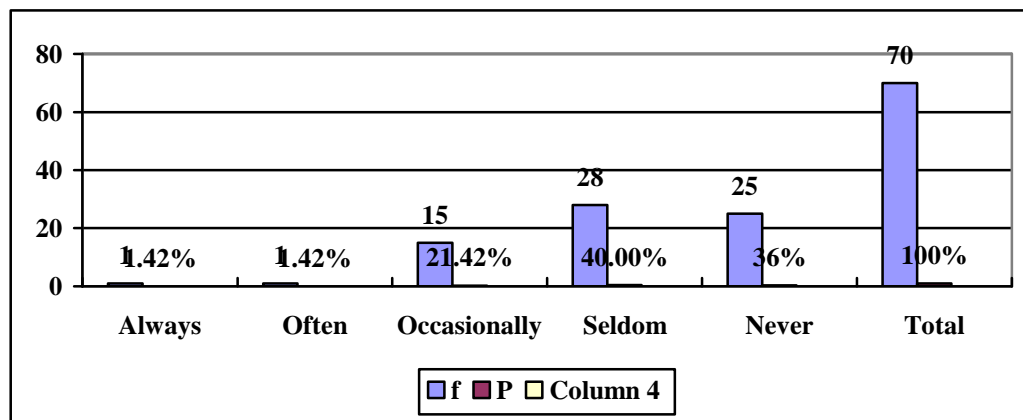
Based on the table, the writer concludes that 37.14% students stated seldom, and 31.42% students stated always. It indicated that, only a few students seldom always finish their exercises that given by the teacher directly in the class.



**Table IV.7**  
**Students Make Preparation in Giving Question at Home**

NO	ALTERNATIVE	FREQUENCY	PERCENTAGE
7	Always	1	1.42%
	Often	1	1.42%
	Occasionally	15	21.42%
	Seldom	28	40%
	Never	25	36%
	<b>Total</b>	70	100%

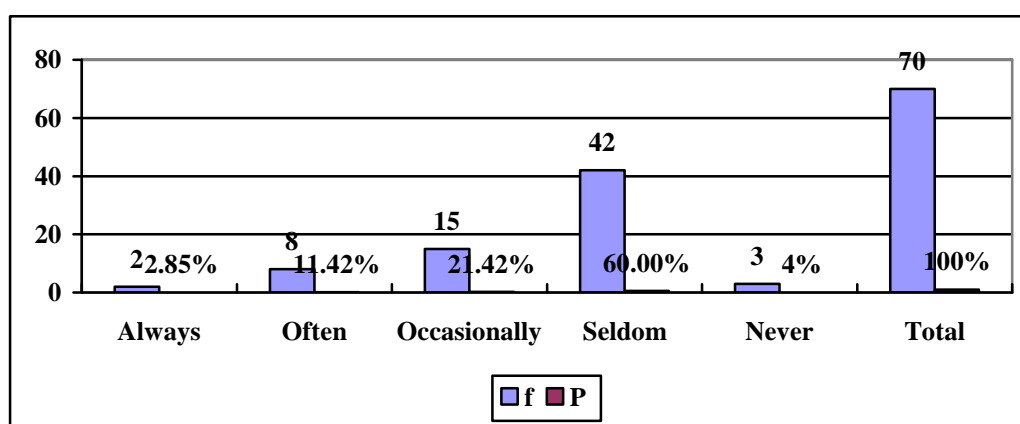
Based on the table, the writer concludes that 40% students stated seldom, and 36% students stated never. It indicated that, some students did not make preparation in giving question at home.



**Table IV.8**  
**Students Never Talk Each Other When the Teacher**  
**Gave Explanation**

NO	ALTERNATIVE	FREQUENCY	PERCENTAGE
8	Always	2	2.85%
	Often	8	11.42%
	Occasionally	15	21.42%
	Seldom	42	60%
	Never	3	4%
	<b>Total</b>	70	100%

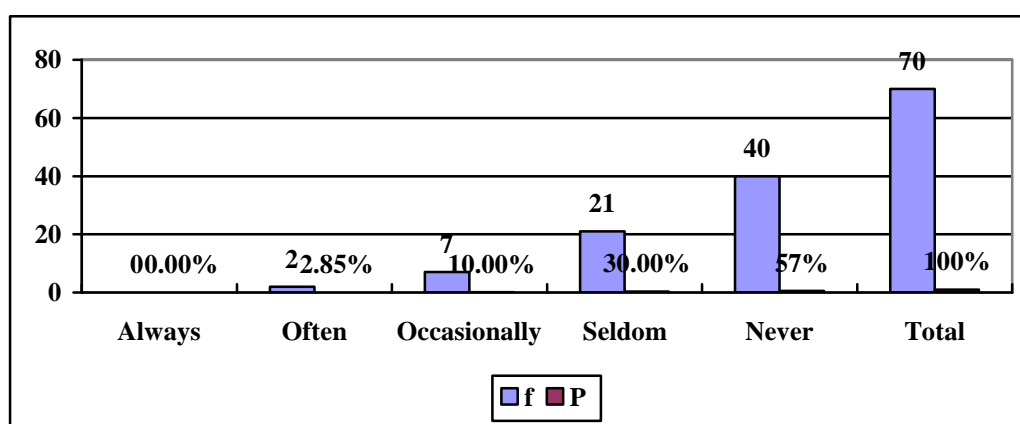
The table above shows the varieties answers among the students; 2.85% of the students stated always, 11.42% of the students stated often, 21.42% of the students stated occasionally, 60% of the students stated seldom, and 4% of the students stated never. It can be concluded that the majority of the students (60%) told each other when the teacher gave explanation.



**Table IV.9**  
**Students like to collect English Resources, Such as, English**  
**Magazines, Newspaper, English Journal, etc**

NO	ALTERNATIVE	FREQUENCY	PERCENTAGE
9	Always	0	0%
	Often	2	2.85%
	Occasionally	7	10%
	Seldom	21	30%
	Never	40	57.14%
	<b>Total</b>	70	100%

The table above shows the varieties answers among the students; 0% of the students stated always, 2.85% of the students stated often, 10% of the students stated occasionally, 30% of the students stated seldom, and 57.14% of the students stated never. It can be concluded that the majority of the students (57.14%) did not like to collect English resources such as English magazines, newspaper, English journal, etc.

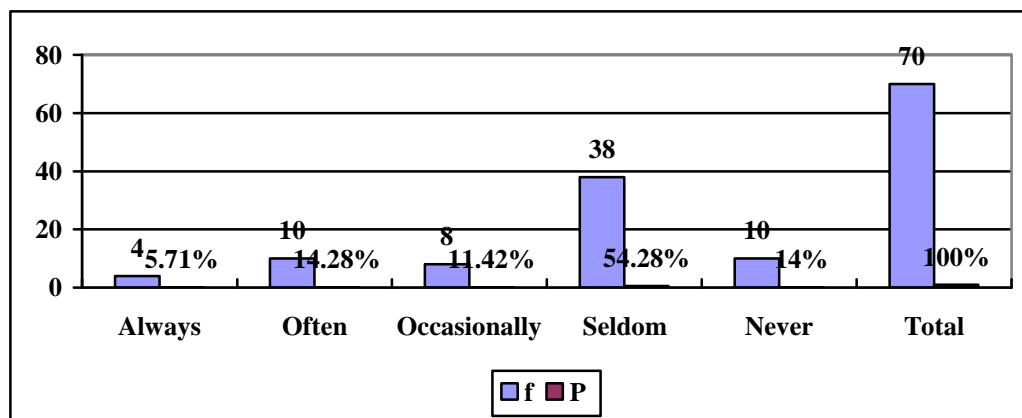




**Table IV.10**  
**Students Review to Read the Lesson Carefully at Home**

NO	ALTERNATIVE	FREQUENCY	PERCENTAGE
10	Always	4	5.71%
	Often	10	14.28%
	Occasionally	8	11.42%
	Seldom	38	54.28%
	Never	10	14%
	<b>Total</b>	70	100%

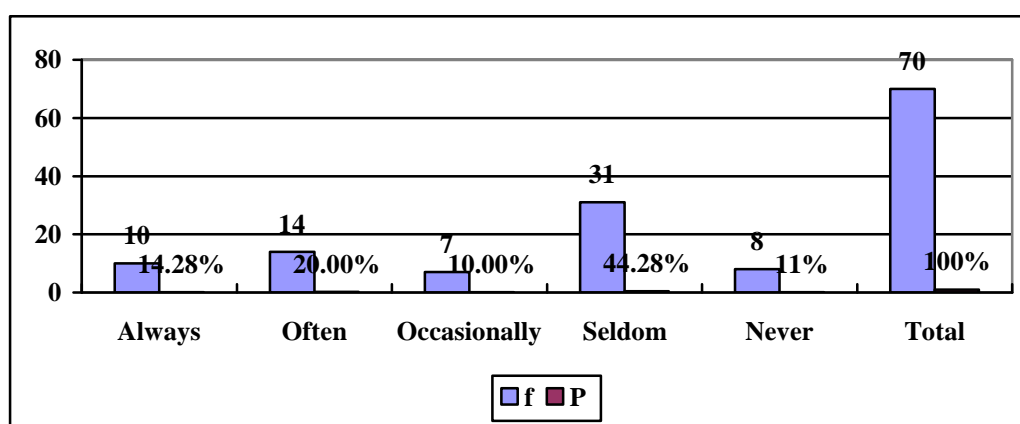
Based on the table, the writer concludes that 54.28% students stated seldom. It indicated that some students seldom reviewed to read the lesson carefully at home.



**Table IV.11**  
**Students do not postpone in Finishing their Homework after**  
**it Is Given by Teacher**

NO	ALTERNATIVE	FREQUENCY	PERCENTAGE
11	Always	10	14.28%
	Often	14	20%
	Occasionally	7	10%
	Seldom	31	44.28%
	Never	8	11%
	<b>Total</b>	70	100%

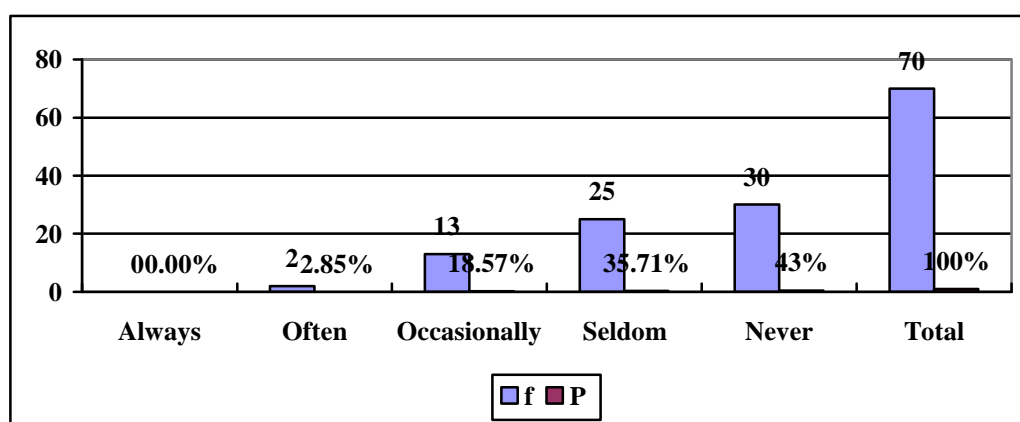
The table above shows the varieties answers among the students; 14.28% of the students stated always, 20% of the students stated often, 10% of the students stated occasionally, 44.28% of the students stated seldom, and 11% of the students stated never. It can be concluded that the majority of the students (44.28%) often postponed in finishing their homework after it is given by the teacher.



**Table IV.12**  
**Students Can Answer the Teacher Question Before the Teacher**  
**Explains the Material**

NO	ALTERNATIVE	FREQUENCY	PERCENTAGE
12	Always	0	0%
	Often	2	2.85%
	Occasionally	13	18.57%
	Seldom	25	35.71%
	Never	30	43%
	<b>Total</b>	70	100%

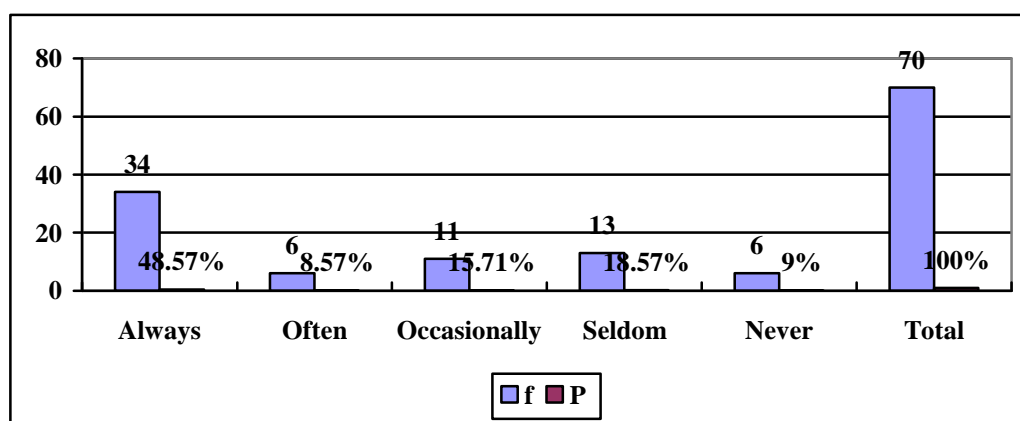
The table above shows the varieties answers among the students; 0% of the students stated always, 2.85% of the students stated often, 18.57% of the students stated occasionally, 35.71% of the students stated seldom, and 43% of the students stated never. It can be concluded that the majority of the students (43%) cannot answer the teacher question before the teacher explains the material.



**Table IV.13**  
**Students Never Feel Bored to Enter the English Class**

NO	ALTERNATIVE	FREQUENCY	PERCENTAGE
13	Always	34	48.57%
	Often	6	8.57%
	Occasionally	11	15.71%
	Seldom	13	18.57%
	Never	6	9%
	<b>Total</b>	70	100%

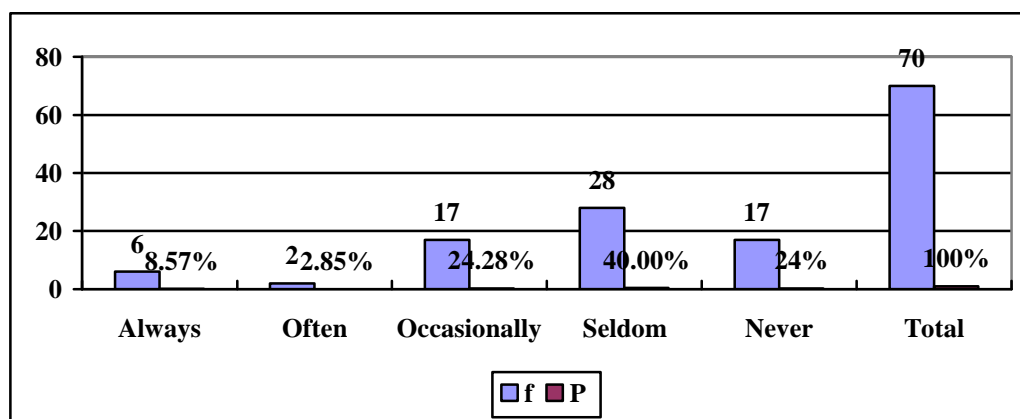
The table above shows the varieties answers among the students; 48.57% of the students stated always, 8.57% of the students stated often, 15.71% of the students stated occasionally, 18.57% of the students stated seldom, and 9% of the students stated never. It can be concluded that the majority of the students (48.57%) never feel bored to enter the English class.



**Table IV.14**  
**Students Have to Copy Down the Subject Material**

NO	ALTERNATIVE	FREQUENCY	PERCENTAGE
14	Always	6	8.57%
	Often	2	2.85%
	Occasionally	17	24.28%
	Seldom	28	40%
	Never	17	24%
	<b>Total</b>	70	100%

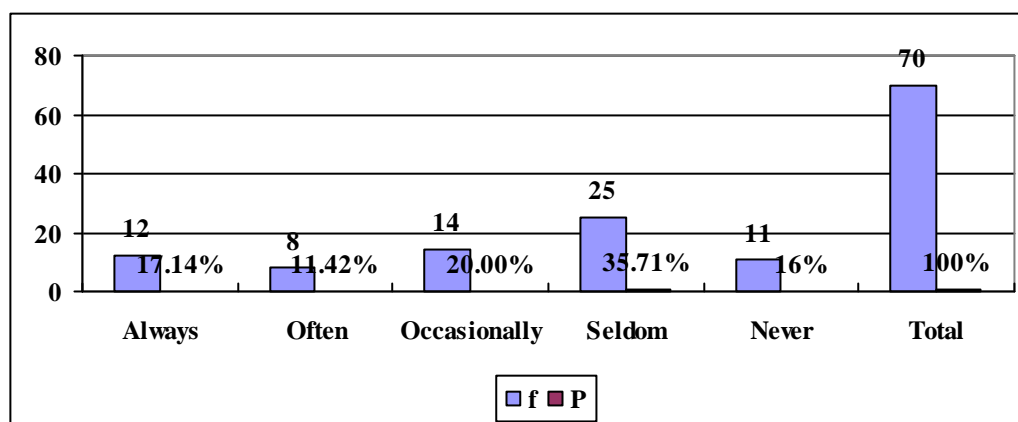
The table above shows the varieties answers among the students; 8.57% of the students stated always, 2.85% of the students stated often, 24.28% of the students stated occasionally, 40% of the students stated seldom, and 24% of the students stated never. It can be concluded that the majority of the students (40%) seldom copy down the subject material.



**Table IV.15**  
**Students Make Summary of the Material in order to Make Easy**  
**in Review the Material**

NO	ALTERNATIVE	FREQUENCY	PERCENTAGE
15	Always	12	17.14%
	Often	8	11.42%
	Occasionally	14	20%
	Seldom	25	35.71%
	Never	11	16%
	<b>Total</b>	70	100%

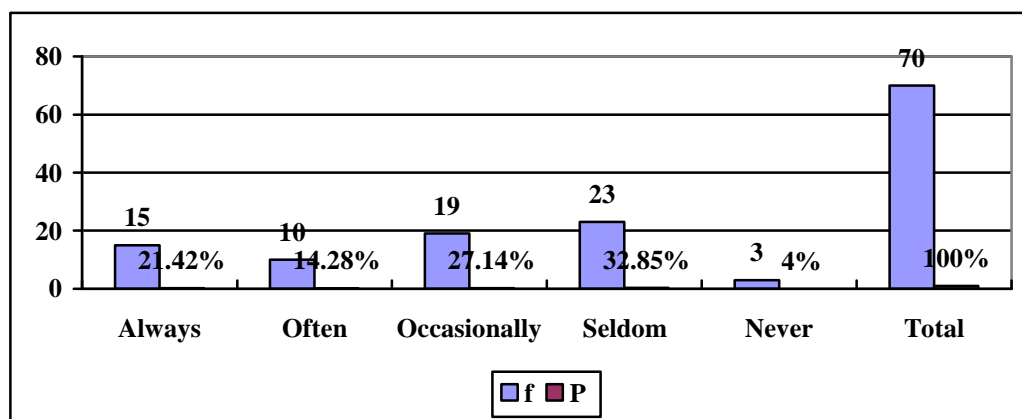
The table above shows the varieties answers among the students; 17.14% of the students stated always, 11.42% of the students stated usually, 20% of the students stated occasionally, 35.71% of the students stated seldom, and 16% of the students stated never. It can be concluded that only a few of the students (35.71%) seldom made summary of the material in order to make easy in review the material.



**Table IV.16**  
**Students Finish their Exercise with Themselves Seriously**

NO	ALTERNATIVE	FREQUENCY	PERCENTAGE
16	Always	15	21.42%
	Often	10	14.28%
	Occasionally	19	27.14%
	Seldom	23	32.85%
	Never	3	4%
	<b>Total</b>	70	100%

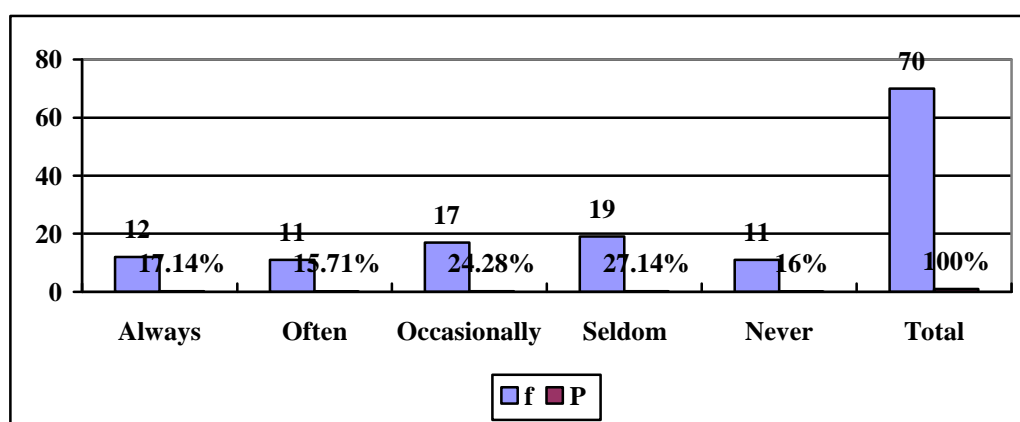
The table above shows the varieties answers among the students; 21.42% of the students stated always, 14.28% of the students stated usually, 27.14% of the students stated occasionally, 32.85% of the students stated seldom, and 4% of the students stated never. It can be concluded that the majority of the students (32.85%) seldom finished their exercise with themselves seriously.



**Table IV.17**  
**Students Write their Questions and the Teacher Answers on the Paper**  
**in Order to Restudy at Home**

NO	ALTERNATIVE	FREQUENCY	PERCENTAGE
17	Always	12	17.14%
	Often	11	15.71%
	Occasionally	17	24.28%
	Seldom	19	27.14%
	Never	11	16%
	<b>Total</b>	70	100%

The table above shows the varieties answers among the students; 17.14% of the students stated always, 15.71% of the students stated usually, 24.28% of the students stated occasionally, 27.14% of the students stated seldom, and 16% of the students stated never. It can be concluded that the majority of the students (27%) seldom write their questions and the teacher answers on the paper in order to restudy at home.

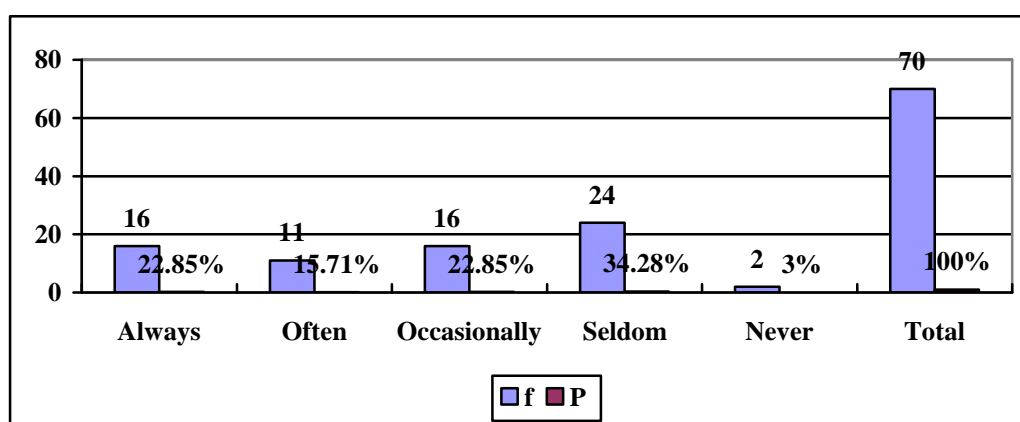




**Table IV.18**  
**Students Were Never Sleepy when the Teacher was Explaining**  
**the Materials**

NO	ALTERNATIVE	FREQUENCY	PERCENTAGE
18	Always	16	22.85%
	Often	11	15.71%
	Occasionally	16	22.85%
	Seldom	24	34.28%
	Never	2	3%
	<b>Total</b>	70	100%

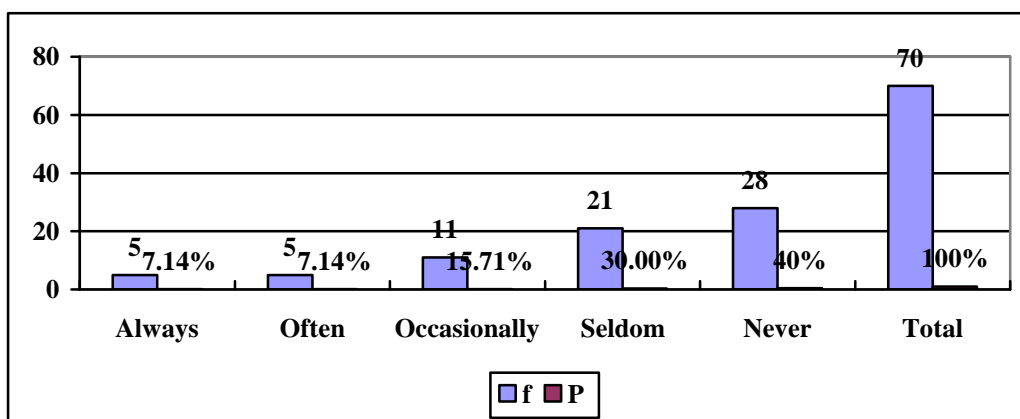
The table above shows the varieties answers among the students; 22.85% of the students stated always, 15.71% of the students stated usually, 22.85% of the students stated occasionally, 34.28% of the students stated seldom, and 3% of the students stated never. It can be concluded that the majority of the students (34%) were often sleepy when the teacher was explaining the materials.



**Table IV.19**  
**Students Like to Save Some Money to Buy Dictionaries**

NO	ALTERNATIVE	FREQUENCY	PERCENTAGE
19	Always	5	7.14%
	Often	5	7.14%
	Occasionally	11	15.71%
	Seldom	21	30%
	Never	28	40%
	<b>Total</b>	70	100%

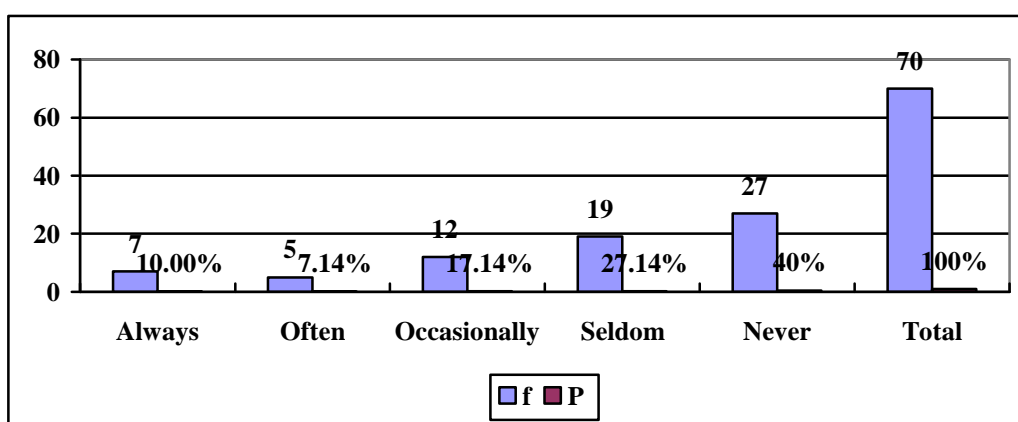
The table above shows the varieties answers among the students; 7.14% of the students stated always, 7.14% of the students stated usually, 15.71% of the students stated occasionally, 31.42% of the students stated seldom, and 40% of the students stated never. It can be concluded that the majority of the students (40%) did not like to save some money to buy dictionaries.



**Table IV.20**  
**Students Practice to Write the Material Given by the Teacher with**  
**Their Own Word at Home**

NO	ALTERNATIVE	FREQUENCY	PERCENTAGE
20	Always	7	10%
	Often	5	7.14%
	Occasionally	12	17.14%
	Seldom	19	27.14%
	Never	27	38.57%
	<b>Total</b>	70	100%

The table above shows the varieties answers among the students; 10% of the students stated always, 7.14% of the students stated usually, 17.14% of the students stated occasionally, 27.14% of the students stated seldom, and 38.57% of the students stated never. It can be concluded that the majority of the students (39%) never practiced to write the material given by the teacher with their own word at home.



**Table IV.21**  
**The Level of Students' Motivation in Learning**

<b>NO</b>	<b>STUDENTS</b>	<b>AMMOUNT</b>	<b>CATEGORY</b>
1	Student 1	30	L
2	Student 2	80	H
3	Student 3	53	M
4	Student 4	44	L
5	Student 5	64	M
6	Student 6	76	H
7	Student 7	77	H
8	Student 8	50	M
9	Student 9	62	M
10	Student 10	76	H
11	Student 11	60	M
12	Student 12	57	M
13	Student 13	58	M
14	Student 14	44	L
15	Student 15	42	L
16	Student 16	49	L
17	Student 17	57	M
18	Student 18	57	M
19	Student 19	40	L
20	Student 20	49	L
21	Student 21	46	L
22	Student 22	59	M
23	Student 23	46	L
24	Student 24	47	L
25	Student 25	80	H
26	Student 26	42	L
27	Student 27	39	L
28	Student 28	43	L
29	Student 29	48	L
30	Student 30	41	L
31	Student 31	50	M
32	Student 32	60	M
33	Student 33	43	L
34	Student 34	51	M
35	Student 35	55	M
36	Student 36	38	L
37	Student 37	50	M
38	Student 38	65	M
39	Student 39	52	M
40	Student 40	48	L
41	Student 41	67	M
42	Student 42	47	L
43	Student 43	35	L
44	Student 44	59	M
45	Student 45	67	M
46	Student 46	54	M
47	Student 47	51	M

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
48	Student 48	54	M
49	Student 49	46	L
50	Student 50	79	H
51	Student 51	42	L
52	Student 52	52	M
53	Student 53	37	L
54	Student 54	42	L
55	Student 55	39	L
56	Student 56	65	M
57	Student 57	52	M
58	Student 58	54	M
59	Student 59	54	M
60	Student 60	43	L
61	Student 61	65	M
62	Student 62	43	L
63	Student 63	76	H
64	Student 64	56	M
65	Student 65	54	M
66	Student 66	58	M
67	Student 67	77	H
68	Student 68	50	M
69	Student 69	84	H
70	Student 70	58	M

For further information (see Appendix III)

### 3. The Students' Ability in Writing Hortatory Exposition Text

Table IV.22

#### Students' Score in Writing Hortatory Exposition Text

NAME	SCORE		TOTAL SCORE	CATEGORY
	R1	R2		
Student 1	34	53	43	Fail
Student 2	84	83	83.5	Very good
Student 3	54	58	56	Less
Student 4	46	46	46	Fail
Student 5	76	75	75.5	Good
Student 6	84	84	84	Very good
Student 7	77	77	77	Good
Student 8	67	67	67	Enough
Student 9	87	85	86	Very good
Student 10	81	80	80.5	Very good
Student 11	62	60	61	Enough
Student 12	82	78	80	Very good
Student 13	68	68	68	Enough
Student 14	66	67	66.5	Enough
Student 15	56	49	52.5	Less
Student 16	56	57	56.5	Less
Student 17	60	60	60	Enough
Student 18	69	69	69	Enough
Student 19	47	47	47	Fail
Student 20	59	59	59	Less
Student 21	59	61	60	Enough
Student 22	63	63	63	Enough
Student 23	60	60	60	Enough
Student 24	53	53	53	Less
Student 25	92	90	91	Very good
Student 26	46	47	46.5	Fail
Student 27	48	49	48.5	Fail
Student 28	63	64	63.5	Enough
Student 29	47	49	48	Fail
Student 30	52	52	52	Less
Student 31	71	71	71	Good
Student 32	79	80	79.5	Good
Student 33	60	62	61	Enough
Student 34	81	81	81	Very good
Student 35	73	74	73.5	Good
Student 36	46	46	46	Fail
Student 37	71	71	71	Good
Student 38	78	77	77.5	Good
Student 39	58	58	58	Less
Student 40	62	64	63	Enough
Student 41	80	81	80.5	Very good
Student 42	57	59	58	Less
Student 43	46	47	46.5	Fail

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Student 44	73	73	73	Good
Student 45	70	72	71	Good
Student 46	79	81	80	Very good
Student 47	65	66	65.5	Enough
Student 48	74	74	74	Good
Student 49	63	64	63.5	Enough
Student 50	89	89	89	Very good
Student 51	71	68	69.5	Enough
Student 52	69	71	70	Good
Student 53	55	55	55	Less
Student 54	63	64	63.5	Enough
Student 55	58	58	58	Less
Student 56	81	81	81	Very good
Student 57	76	77	76.5	Good
Student 58	59	60	59.5	Less
Student 59	74	72	73	Good
Student 60	74	73	73.5	Good
Student 61	74	72	73	Good
Student 62	70	68	69	Enough
Student 63	88	88	88	Very good
Student 64	81	80	80.5	Very good
Student 65	73	76	74.5	Good
Student 66	71	72	71.5	Good
Student 67	90	92	91	Very good
Student 68	88	88	88	Very good
Student 69	97	97	97	Very good
Student 70	85	86	85.5	Very good

For further information (see Appendix IV)

**4. The Students' Motivation in Learning and Their Ability in Writing Hortatory Exposition Text**

**Table IV.23**  
**The Scores of Motivation in Learning and Ability in Writing HET**  
**(Hortatory Exposition Text)**

No	STUDENT	MOTIVATION IN LEARNING (X)		ABILITY IN WRITING HORTATORY EXPOSITION TEXT (Y)	
		Score	Category	Score	Category
1	Mahmudah	30	Low	43	Fail
2	Junovan K.A.	80	High	83.5	Very good
3	Rudi Riswanto	53	Mediocre	56	Less
4	Nana Kasana	44	Low	46	Fail
5	Nur Yasri	64	Mediocre	75.5	Good
6	Dede Misnawati	76	High	84	Very good
7	Suprihatin	77	High	77	Good
8	Supriani	50	Mediocre	67	Enough
9	Rinawati	62	Mediocre	86	Very good
10	Wiwik Susanti	76	High	80.5	Very good
11	Widyawati	60	Mediocre	61	Enough
12	Kurniawanti	57	Mediocre	80	Very good
13	Mistri Rahayu	58	Mediocre	68	Enough
14	Yunita A.	44	Low	66.5	Enough
15	Amar Ma'ruf	42	Low	52.5	Less
16	Andrean	49	Low	56.5	Less
17	Ucok Sitohang	57	Mediocre	60	Enough
18	Lukman H.	57	Mediocre	69	Enough
19	Hari Yani	40	Low	47	Fail
20	Sri Mayanti	49	Low	59	Less
21	Diah Ayu P.	46	Low	60	Enough
22	Nining Sundari	59	Mediocre	63	Enough
23	Leonardo H.	46	Low	60	Enough
24	Siti Kotimah	47	Low	53	Less
25	Rinzi Yanti	80	High	91	Very good
26	Hana Seftiani	42	Low	46.5	Fail
27	Suminah	39	Low	48.5	Fail
28	Indah Pratiwi	43	Low	63.5	Enough
29	Nur Hasanah	48	Low	48	Fail
30	Madius Marpaung	41	Low	52	Less
31	Sugeng S.	50	Mediocre	71	Good
32	Agus Sukasono	60	Mediocre	79.5	Good
33	Kasyanto	43	Low	61	Enough
34	Desi Fitriani	51	Mediocre	81	Very good
35	Tri Ayani	55	Mediocre	73.5	Good
36	Fitriyani	38	Low	46	Fail
37	Nur Suci	50	Mediocre	71	Good



<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
38	Agustin Indah	65	Mediocre	77.5	Good
39	Wahyu S.	52	Mediocre	58	Less
40	Dodi Sarjuni	48	Low	63	Enough
41	Kodimatul Hasana	67	Mediocre	80.5	Very good
42	Jahana Vita	47	Low	58	Less
43	Ita Nurwijayanti	35	Low	46.5	Fail
44	Nur Halimah	59	Mediocre	73	Good
45	Ema Kuswati	67	Mediocre	71	Good
46	Nurul Fajriyah	54	Mediocre	80	Very good
47	Sumarni	51	Mediocre	65.5	Enough
48	Dina	54	Mediocre	74	Good
49	Herlina Suryawati	46	Low	63.5	Enough
50	Yeni Rahayu	79	High	89	Very good
51	Peni Utari	42	Low	69.5	Enough
52	Dasni	52	Mediocre	70	Good
53	Reni Friska	37	Low	55	Less
54	Dwi Ambarwati	42	Low	63.5	Enough
55	Agus Priyanto	39	Low	58	Less
56	Iin Prihatin	65	Mediocre	81	Very good
57	Yati Imani	52	Mediocre	76.5	Good
58	Sutinah	54	Mediocre	59.5	Less
59	Yustinus	54	Mediocre	73	Good
60	Ilham Suyatno	43	Low	73.5	Good
61	Nur Suci	65	Mediocre	73	Good
62	M. Fitra	43	Low	69	Enough
63	Angga Ardiyansyah	76	High	88	Very good
64	Ricky Prabowo	56	Mediocre	80.5	Very good
65	Doni Imran	54	Mediocre	74.5	Good
66	Susilawati	58	Mediocre	71.5	Good
67	Ismet	77	High	91	Very good
68	Handoko	50	Mediocre	88	Very good
69	Jumiasih	84	High	97	Very good
70	Dewi Rafika Sari	58	Mediocre	85.5	Very good

## B. The Data Analysis

### 1. The Students' Motivation in Learning English

**Table IV.24**  
**Recapitulation of Motivation Percentage**

No	ITEMS	N	A	O	OC	SD	NV
1	Students Make the Homework Given by the Teacher	70	41	13	6	10	0
2	Students Ask the Teacher If They Did Not Understand About The Topic	70	0	3	18	44	5
3	Students Pay Attention to the Teacher's Explanation	70	37	24	3	6	0
4	Students Spent Much Money to Buy English Book	70	6	1	14	27	22
5	Students Review the Lesson Given by the Teacher	70	3	7	16	39	5
6	Students Finish the Exercises Given by the Teacher Directly in the Class	70	22	9	11	26	2
7	Students Make Preparation in Giving Question at Home	70	1	1	15	28	25
8	Students Never Talk Each Other When the Teacher Gave Explanation	70	2	8	15	42	3
9	Students like to collect English Resources, Such as, English Magazines, Newspaper, English Journal, etc	70	0	2	7	21	40
10	Students Review to Read the Lesson Carefully at Home	70	4	10	8	38	10
11	Students do not postpone in Finishing their Homework after It Is Given by Teacher	70	10	14	7	31	8
12	Students Can Answer the Teacher Question Before the Teacher Explains the Material	70	0	2	13	25	30
13	Students Never Feel Bored to Enter the English Class	70	34	6	11	13	6
14	Students Have to Copy Down the Subject Material	70	6	2	17	28	17
15	Students Make Summary of the Material in Order to Make Easy in Review the Material	70	12	8	14	25	11
16	Students Finish their Exercise with Themselves Seriously	70	15	10	19	23	3
17	Students Write their Questions and the Teacher Answers on the Paper in Order to Restudy at Home	70	12	11	17	19	11
18	Students were never sleepy when the Teacher Was Explaining the Materials	70	16	11	16	24	2
19	Students Like to Save Some Money to Buy Dictionaries	70	5	5	11	21	28

1	2	3	4	5	6	7	8
20	Students Practice to Write the Material Given by the Teacher with Their Own Word at Home	70	7	5	12	19	27
	TOTAL	1400	233	152	250	509	255
	PERCENTAGE	100	16.64%	10.85%	17.85%	36.35%	18.21%

Table IV.25

## The Questionnaire Recapitulation of the Students' Motivation in Learning

NO	A		B		C		D		E		TOTAL
	F	P	F	P	F	P	F	P	F	P	
1	41	58.57%	13	18.57%	6	8.57%	10	14.28%	0	0%	100%
2	0	0%	3	4.28%	18	25.71%	44	62.85%	5	7 %	100%
3	37	52.85%	24	34.28%	3	4.28%	6	8.57%	0	0%	100%
4	6	8.57%	1	1.42%	14	20%	27	38.57%	22	31%	100%
5	3	4.28%	7	10%	16	22.85%	39	58.57%	5	7%	100%
6	22	31.42%	9	12.85%	11	15.71%	26	37.14%	2	3%	100%
7	1	1.42%	1	1.42%	15	21.42%	28	40%	25	36%	100%
8	2	2.85%	8	11.42%	15	21.42%	42	60%	3	4%	100%
9	0	0%	2	2.85%	7	10%	21	30%	40	57.14%	100%
10	4	5.71%	10	14.28%	8	11.42%	38	54.28%	10	14%	100%
11	10	14.28%	14	20%	7	10%	31	44.28%	8	11%	100%
12	0	0%	2	2.85%	13	18.57%	25	35.71%	30	43%	100%
13	34	48.57%	6	8.57%	11	15.71%	13	18.57%	6	9%	100%
14	6	8.57%	2	2.85%	17	24.28%	28	40%	17	24%	100%
15	12	17.14%	8	11.42%	14	20%	25	35.71%	11	16%	100%
16	15	21.42%	10	14.28%	19	27.14%	23	32.85%	3	4%	100%
17	12	17.14%	11	15.71%	17	24.28%	19	27.14%	11	16%	100%
18	16	22.85%	11	15.71%	16	22.85%	24	34.28%	2	3%	100%
19	5	7.14%	5	7.14%	11	15.71%	21	30%	28	40%	100%
20	7	10%	5	7.14%	12	17.14%	19	27.14%	27	38.57%	100%
<b>Tot</b>	<b>233</b>	<b>-</b>	<b>152</b>	<b>-</b>	<b>250</b>	<b>-</b>	<b>509</b>	<b>-</b>	<b>255</b>	<b>-</b>	

The first step in getting the analysis result is by collecting and classifying each item of questionnaires based on some options and multiplied them by standardized score, which have been determined before.

The next step is continuing the percentage students' motivation in learning. To find out the percentage, the writer used the formula as follows:

$$P = \frac{f}{N} \times 100\%$$

In analyzing the total percentage of the level of the students' motivation in learning, it is important to recapitulate all from questionnaires in one table. It can be seen as follow:

$$\text{Option A} : 233 \times 5 = 1165$$

$$\text{Option B} : 152 \times 4 = 608$$

$$\text{Option C} : 250 \times 3 = 750$$

$$\text{Option D} : 509 \times 2 = 1018$$

$$\text{Option E} : 255 \times 1 = 255$$

From the calculation above, the total number of  $f$  is:

$$1165 + 608 + 750 + 1018 + 255 = 3796$$

And the total of  $N$  is:

$$233 + 152 + 250 + 509 + 255 = 1399$$

To find out the percentage, the observed number of  $N$  is must be compared with the expected number in this research, so 1399 is multiplied with 5 as the high items score, and the result is 6995. Thus, it is calculated by using the formula below:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{3796}{6995} \times 100\%$$

$$P = 0.542 \times 100\%$$

$$P = 54.2\%$$

Since 54.2% is found in category between 50% - 75%, it can be concluded that the first formulation of the problem has been answered that the students' motivation in learning is categorized as "mediocre".

## 2. The Students' Ability in Writing Hortatory Exposition Text

In getting the analysis result of the second formulation of the problem that is students' ability in writing hortatory exposition text, it can be seen from the table IV.24. It shows that 17 students (24%) got category "Very good", 17 students (24%) got category "Good", 17 students (24%) got category "Enough", 11 students (16%) got category "Less", and 8 students (11.42%) got category "Fail".

To make it clear, the percentage of students' ability in writing hortatory exposition text can be seen in the following table:

**Table IV.26**  
**Percentage of Writing Score**

No	Category	Frequency	Percentage
1	Very good	17	24.28%
2	Good	17	24.28%
3	Enough	17	24.28%
4	Less	11	16%
5	Fail	8	11.42%
	<b>Total</b>	<b>70</b>	<b>100%</b>

### 3. The Students' Motivation in Learning and Their Ability in Writing Hortatory Exposition Text

Based on the data presentation the writer analyzes the data by using the formula as follow:

$$r_{xy} = \frac{\sum x'y' - \frac{(\sum fx')(\sum fy')}{N}}{\sqrt{\left\{\sum fx'^2 - \frac{(\sum fx')^2}{N}\right\} \left\{\sum fy'^2 - \frac{(\sum fy')^2}{N}\right\}}}$$

The steps to facilitate the calculation of the correlation coefficient are:

#### a. Make a map of correlation

1. Look for the lowest score (L) and the highest score (H) in variable X.

2. Fill in the sell by tally and then add it up

3. fx and fy.

Add up the frequency of a score in the same row and column.

4. x' and y'.

5. fx' and fy'.

6. Make a conjecture of X and Y, important to choose the middle conjecture to make it clear.

7. Calculate or multiplicities fx and x'.

8. fx'<sup>2</sup> and fy'<sup>2</sup>.

9. Calculate fx and x'<sup>2</sup>.

10. x' y'.

For further information (see Appendix VI)

From the correlation above, the result is:

$$N = 70 \qquad \sum fx'^2 = 458$$

$$\sum fx' = -40 \qquad \sum fy'^2 = 485$$

$$\sum fy' = -21 \qquad \sum x'y' = 366$$

$$r_{xy} = \frac{\sum x'y' - \frac{(\sum fx')(\sum fy')}{N}}{\sqrt{\left\{\sum fx'^2 - \frac{(\sum fx')^2}{N}\right\} \left\{\sum fy'^2 - \frac{(\sum fy')^2}{N}\right\}}}$$

$$r_{xy} = \frac{366 - \frac{(-40)(-20)}{70}}{\sqrt{\left\{458 - \frac{(-40)^2}{70}\right\} \left\{485 - \frac{(-20)^2}{70}\right\}}}$$

$$r_{xy} = \frac{366 - \frac{800}{70}}{\sqrt{\{458 - 0.326\} \{485 - 0.081\}}}$$

$$r_{xy} = \frac{366 - 11.428}{\sqrt{\{457.674\} \{484.919\}}}$$

$$r_{xy} = \frac{354.572}{\sqrt{221934.8184}}$$

$$r_{xy} = \frac{354.572}{471.009}$$

$$r_{xy} = 0.752$$

**b. Give the interpretation**

1.  $H_a$  = is accepted if  $r_{xy} = 0$  or it can be said that there is a positive correlation between X and Y.
2.  $H_o$  = is accepted if  $r_{xy} > 0$  or there is positive correlation between X and Y.

**c. Determine critical value by calculating of  $df = N - nr$**

Where:

$df$  = Degree of freedom

$nr$  = Number of variable

$N$  = Number of students

$$df = N - nr$$

$$= 70 - 2$$

$$= 68$$

**d. Appropriate to the value list of “r” product moment**

Based on the table critic of “r” product moment where  $df = 68$  is 70 the level (see Appendix VII) as follows:

1. A significant standard at 5% = 0.232
2. A significant standard at 1% = 0.302

**e. Compare  $r_o$  and  $r_t$**

Based on the result above, if it is compared to  $r_t$ , it is found that  $r_{xy} = 0.752$  although each significant standard for 5% is 0.232 and 1% is 0.302 respectively, it can be formulated 0.232 (0.752), 0.302 (0.752) is higher than “r” product moment. It seems that in both at 5% and 1% are significant levels. Consequently, the alternative hypothesis is accepted. It indicates that there is a positive contribution of motivation in learning toward ability in writing hortatory exposition text by the second year students of SMAN 02



Kampar Kiri Tengah District Kampar Regency. One more, ( $H_a$ ) is accepted because  $(0.232 < 0.752 > 0.302)$ . Therefore, ( $H_o$ ) is rejected because the result  $r_{xy}$  is higher than  $r_t$  (r table).

And the way to know how many percents motivation in learning contributes ability in writing hortatory exposition text the writer calculates and analyzes it by using the formula as follows:

$$\begin{aligned}
 r^2 &= 0.752 \\
 &= 0.752 \times 0.752 \\
 &= 0.565 \times 100\% \\
 &= 0.565 \text{ (57\%)}
 \end{aligned}$$

It means that motivation in learning contributes 57% toward ability in writing hortatory exposition text.

Finally, the third formulation of the problem has been answered by the result of strong positive contribution.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. The Research Conclusion

In this chapter, the writer would like to draw the conclusion from what have been discussed in the previous chapter and then to recommend some suggestions concerning with contribution of motivation in learning toward ability in writing hortatory exposition text by the second year students of SMAN 02 Kampar Kiri Tengah District Kampar Regency.

Based on what have been discussed as well as presented in the previous chapter, the conclusion that can be expressed for this research are as follows:

- 1) How is students' motivation in learning? This question can be answered that the students' motivation in learning is categorized as "Mediocre" because its category percentage is about 54.2% which is in category between 50% - 75%.
- 2) The total of students' score in writing ability can be concluded that 17 students (24%) got category "Very good", 17 students (24%) got category "Good", 17 students (24%) got category "Enough", 11 students (16%) got category "Less", and 8 students (11.42%) got category "Fail".
- 3) The contribution of motivation in learning toward ability in writing is strong correlated, because its result is higher than "r" table either in the level 5% or 1% ( $0.232 < 0.752 > 0.30$ ). So, there is positive

contribution of motivation in learning toward ability in writing. Then, motivation in learning contributes 57% toward ability in writing hortatory exposition text..

## **B. The Suggestion**

Dealing with the result of this research, the writer offers several suggestions to be considered, as follows:

### **1) For the teacher**

The teacher at the school of SMAN 02 Kampar Kiri Tengah District Kampar Regency should regularly assign their students to write essay writing based on components of writing in order to increase their writing ability, and the teacher also should motivate them to be spirit and want to study hard.

### **2) For the students**

The students should increase their motivation in learning because it will influence their learning process in order to be able to write. There is a will, there is a way. Do not give up.

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